

Unit Title: Provide services to those affected by someone else's substance use

Sector unit reference: ASM 5

Level: 3

Credit value: 4

Guided learning hours: 24

Unit accreditation number: M/601/0682

Unit purpose and aim

This unit is for those who provide services to those who may be affected by someone else's drug, alcohol or substance use. This involves enabling those affected by someone else's substance use to explore and select their options, supporting them put selected options into practice, and empowering them to review the effectiveness of selected options.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Know about the available support services	1.1 Identify the forms of support which may be available (eg counselling, financial, emotional, medical, self-help groups) 1.2 Identify relevant agencies and services in the local area and how to access them.	
2 Understand issues that affect children and young people within families affected by drug and alcohol use	2.1 Describe a range of family structures and give examples of how family dynamics work 2.2 Describe the issues that affect children and young people within families affected by drug and alcohol use 2.3 Identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available 2.4 Describe the legislation and policies relevant to working with children, young people and families.	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Identify options for individuals affected by someone else's substance use	3.1 Demonstrate how motivational techniques may be used 3.2 Support the individual to: a) identify issues concerning them b) explore and consider the options open to them c) plan required actions 3.3 Assist the individual in accessing the required services 3.4 Support and motivate the individual without infringing the individual's freedom.	
4 Enable individuals affected by someone else's substance use to review the effectiveness of selected options	4.1 Support the individual to review and feedback on: a) progress b) the effectiveness of support obtained 4.2 Identify any significant positive changes in the individual 4.3 Complete reports accurately and store records which maintains the individual's confidentiality.	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

Evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. promotional material relating to the services available in the local community for those affected by someone else's drug, alcohol and substance use.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. Case records and care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. identify the relevant agencies and services in the local area and how to access them.
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application e.g. identify the protection that children and young people affected by someone else's substance use may require and how to make this protection available.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and candidate/reflective accounts of your work:**
These methods are most appropriately used to cover any outstanding areas of your qualification.
Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. describe the issues that affect children and young people within families affected by drug and alcohol use.
- **Witness Testimony**
Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- The observation of the candidate working with an individual
- Confidential case records, and
- The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes

National Occupational Standards (NOS) mapping/signposting

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AB7 Provide services to those affected by some else's substance use

This also appears in Health and Social Care Standards as HSC391.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.